

EDC430 Student Teaching Syllabus

The purpose of your Student Teaching Syllabus is to provide you, your cooperating teacher (CT), and your university supervisor (US) with a clear plan that will set you on a path of success. At the center of this idea is that it is **your** plan for what **you** feel you need to learn with specific activities that you and the CT and we feel support this learning. Your learning is based in your concerns. That is the point of departure. From there, you will need to adjust your plan along the way, as you will discover new and, possibly, more important concerns. Such is the life of teaching: we always find new things to learn.

Work closely with your CTs and me in developing this syllabus.

I would like to keep your syllabus for use during student teaching. So please provide me with copies of all documents. So make two of them, an original for you and your CT, and a copy for me.

Your syllabus should consist of the following elements:

1. A cover page
2. An introduction in which you describe ways in which you best learn and describe a set of goals for what you need to learn during student teaching. Describe why you feel it is important for you to develop in these areas of concern. Also, describe how you will have changed when your learning in these areas of concern is successful (what is success for you?). Last, identify what you consider your core qualities as a person (see a helpful list below). It is important to consider this because this allows you, the CT, and me to build successfully toward your goals from these core qualities.
3. A summary of your main learning points from your pre-student teaching experiences and how you plan to build on these learnings.
4. A calendar of activities. You may consider using the school calendar for this. Plan this carefully with your CTs. At a minimum, develop a schedule for what classes you will take over when. *Please note: I do not expect you to take over more than three classes (60-80% of the load) toward the last two or three weeks of each placement. If however, in the course of student teaching you, and the CT, agree to take on more than three classes, then that is your decision. I also do not expect you to take over honors or advanced classes. Again, if that is something you do feel you want to do in agreement with your CT, it will be your choice.* If you and your CTs already can identify activities beyond what classes you will take over, please include these in your calendar. Identify what RIPTS standards you intend to address with each activity.
5. Include a synopsis of your Unit Plan and identify, in your calendar, where and when you will teach this (if possible).
6. Include a daily or weekly schedule (including room assignments and so on) of the classes taught by your teacher. Include a seating chart, when possible, of the classes you will take over. In this section, also include the school calendar of holidays or other events that will not allow you to be teaching that day, such as staff development days. Or use the school calendar in point 4 above.

7. Describe your initial ideas for how you will manage the classrooms. Discuss this with your CTs. Each may have different requirements for this. *Note: In general if you develop a set of rules, make as few as you can and are willing to enforce. The more rules you have the more time you will be spending “policing” these. I used to have two basic rules: 1. Do unto others, as you would have them do unto you, and 2. If you mess up, fix it. These simple rules capture almost everything that happens in a classroom.*

Core Qualities

A core quality is a specific powerful characteristic of a person. Usually core qualities seem trivial to people. However, when the core qualities would be “removed” that person would not be recognizable, as you knew them. Someone who is very precise, always is precise; at home or at work, alone or with others. Because your own core qualities are so common to you, it is often difficult to identify them.

Examples of Core Qualities are: perseverance, flexibility, receptiveness, patience, care for detail, and so on.

What do you view as your strengths (Core Qualities)? You can use the following prompts to help you generate your core qualities:

- a. Others appreciate me for...
- b. It is very normal for me to...
- c. I encourage others to...
- d. From others I demand that...
- e. In others I stimulate...

See alphabetical list of core qualities on next page. (Translated from Dutch by Kees de Groot. From Centrum Archimedes, by Caren van de Weert and Marieke Hummels, 2005. Based on the work of D. Ofman (2000): De Kwaliteiten van het Enneagram.)

Grading:

Since developing a syllabus for your own student teaching experience is quite personal and thus subject to great variation, I will not award points on minute criteria, which would limit you too much in making it a personally useful document. Parameters for the content have been set out above. You should feel free to give this a shape that works for you.

I will review your syllabus and provide you feedback if you share this with me in a timely manner.

1. Accepting 2. Adventurous 3. Ambitious 4. Balanced 5. “Busy body” 6. Can relativate 7. Care for detail 8. Caring 9. Clear 10. Compassionate 11. Consequent 12. Convincing 13. Courageous 14. Creative 15. Curious 16. Devoted 17. Differentiate 18. Disciplined 19. Easy going 20. Enjoyer 21. Enthusiast 22. Flexible 23. Forceful 24. Friendly 25. Generous 26. Goal oriented 27. Handy 28. Happy 29. Helpful 30. Honest 31. Humorous 32. Idealistic 33. Independent 34. Inspiring 35. Intelligent 36. Interested 37. Lively 38. Loquacious 39. Loving 40. Mediator 41. Mild 42. Multifaceted 43. Modest	44. Open 45. Orderly/organized 46. Organizer 47. Patient 48. Peace-minded 49. Perseverance 50. Playful 51. Practical 52. Quiet/tranquil 53. Reliable 54. Respectful 55. Responsible 56. Satisfied 57. Self-assured 58. Sensitive 59. Serious 60. Shows initiative 61. Sober 62. Spontaneous 63. Straight forward 64. Tactful 65. Tasteful 66. Tenacious 67. Watchful 68. Wise
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